DOCUMENT RESUME

ED 107 582 SO 008 406

TITLE	Minority Cultures: Supplement to Primary Social Studies Guide [And] Minority Cultures: Supplement to Intermediate Social Studies Guide.
INSTITUTION	Ferguson-Florissant School District, Ferguson, Mo.
NOTE	41p.
AVAILABLE FROM	Ferguson-Florissant School District, 655 January Avenue, Ferguson, Missouri 63135 (Supplement to Primary Social Studies Guide, $1.00; Supplement to Intermediate Social Studies Guide, $1.00)
EDRS PRICE	MF-$0.76 HC Not Available from EDRS. PLUS POSTAGE
DESCRIPTORS	*Concept Teaching; *Cultural Awareness; Democracy; Educational Resources; Elementary Secondary Education; *Ethnic Studies; Intermediate Grades; *Learning Activities; *Minority Groups; Negroes; Social Studies; Teacher Developed Materials; Teaching Guides

ABSTRACT

The teaching guides are designed to aid students in the development of concepts and perceptions about minority cultures. Designed to supplement Ferguson-Florissant's minority program, the guides can be useful to other educators as a model and as a resource for learning activities in teaching ethnic studies. The elementary program focuses on three major concepts of freedom and equality for all members, inter-dependence between diversified peoples, and human rights. The major concepts presented in the intermediate program emphasize contributions of minority groups to civilization. Concepts center on pride in the heritage of all people, representation of many cultural groups by American patriots, and historical misconceptions of slavery. Within each concept are subconcepts and many different learning activities to aid in the development of each of the broader concepts. A bibliography concludes each unit. Listings are alphabetical by title, including the name of the publisher and the date of publication. (JR)

ED107582

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL BY MICROFICHE ONLY HAS BEEN GRANTED BY
Kathryn L. Midyett
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER.

SO 008 406

Minority Cultures

Supplement to Primary Social Studies Guide

00002

MINORITY CULTURES/PRIMARY LEVEL

AMERICAN FREEDOM

CONCEPT:

I. A DEMOCRACY IS BASED ON PEOPLE WORKING TOGETHER TO ESTABLISH CERTAIN FREEDOMS AND BASIC EQUALITY FOR ALL MEMBERS

SUBCONCEPT	ACTIVITIES FOR CONCEPT DEVELOPMENT	MEASUREMENT OF CONCEPT ATTAINMENT
1. A democracy is dependent upon people working together to find the solutions for their problems.	1. For one day, allow each child to decide what rules he should follow in the classroom. At the end of the day discuss how the day went with everyone following different rules. The next day, have the class discuss and vote on which rules shall be followed by everyone. At the end of the second day list advantages in working together.	Given a family or classroom problem each child should be able to verbalize a solution that involves working with others.
2. The freedoms that should be present in a democracy are the freedoms of inquiry, participation, and opportunity to all members of that society.	2. Divide the class into four groups. Give each group a puzzle to put together. Instruct two groups to work as a team in working the puzzle. The other two groups are to choose one person to put the puzzle together. Discuss which method was best and why. Name other activities in which the team approach would be better.	Each child should be able to make a collection of five pictures illustrating a democracy's freedoms.
3. A democracy strives to give all people equal educational, recreational, and legal facilities.	3. Using magazine pictures, construct a collage of people working together. Discuss what contributions are being made by the people to society.	Given several tape recordings of people talking about situations in which they were or were not allowed certain opportunities the child can mark whether each situation should or should not be present in a democracy.

2 0008

Minority Cultures

SUBCONCEPT	ACTIVITIES FOR CONCEPT DEVELOPMENT	MEASUREMENT OF CONCEPT ATTAINMENT

4. Choose a classroom activity, such as a play, a film, going out to recess, etc., and state that all members of the class may participate in the activity except those with brown hair. After the activity, form a discussion group to express the feelings of the participants and non-participants. Was it fair to exclude members of the group for physical reasons? Why or why not? Think of activities in which people today are excluded because of physical features.

5. Discuss briefly a method used to gather news. The children may write articles about the school, but they may not ask any questions. After the articles are written or recorded, discuss how not being able to question might have limited the "meaning" or "scope" of what the child was describing. Is questioning an important freedom?

6. Issue three or four paper money bills to each child. Each time a child does a job in the classroom, he receives another bill. However, the teacher only calls on the same few students each time to do a task. Only a few are able to get more money in this way. After several days, have the children count their money. Discuss why some children have money and the fairness of this method.

SUBCONCEPT	ACTIVITIES FOR CONCEPT DEVELOPMENT	MEASUREMENT OF CONCEPT ATTAINMENT

7. Have the children draw a picture or make a large mural of a school. In that school, they must decide who may be allowed to attend. Ask if Indian children have the right to learn in the good schools. If yes, they can choose to draw them into the picture. Ask if Blacks should have the same right to go to a good school. If yes, draw them into the picture and so on. Discuss the decisions they made and why this is important.

8. Set up a courtroom situation where three people are caught stealing. The teacher acts as a judge. After questioning, the judge decides that because one has a lot of money, he will be allowed to go free. Because one has blond hair, he also will go free. The third who is not rich and does not have blond hair must go to jail. Discuss this decision in terms of what is fair and right. Have the class act as a jury to decide on a just verdict.

9. Show a picture on the opaque projector that shows people of all races working on a project. Discuss why having a job is important to everyone. Have the children pretend they are a member of a race who will not be permitted to help work. Make a chart and list the feelings they would have over this. Ask for conclusions on what is right and fair. How does society benefit when all races contribute their skills?

MINORITY CULTURES/PRIMARY LEVEL

AMERICAN MOSAIC

CONCEPT:

II. THE CHARACTERISTICS OF AMERICA ARE THE RESULT OF THE INTER-DEPENDENCE BETWEEN DIVERSIFIED PEOPLES.

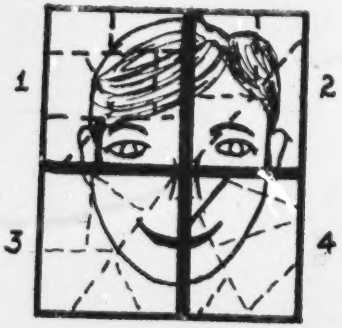
SUBCONCEPT	ACTIVITIES FOR CONCEPT DEVELOPMENT	MEASUREMENT OF CONCEPT ATTAINMENT
1. Our society is made up of a combination of races. 2. People of different cultures have contributed to society. 3. The family is a primary interdependent group in every culture.	1. Take a blank sheet of paper, an outline picture of a child's face, and a colorful picture of a clown. Discuss each in the above order asking the following questions: What do you see? Do you like it? Why or why not? How can we make it different? (Illicit the response that each item improves because of the addition of new parts.) Which of the three pictures did you like the best? Which picture shows a variety of parts to make one whole interesting picture? Relate the clown picture to the classroom discussing color, shape, sizes, subjects, etc., of the classroom's contents. (Even though these are different we are still one group living and working together as a whole.) 2. Construct several mosaics depicting a child's face of different colors. Begin by dividing the class into groups of four. Give each child in a group one fourth of the entire face. Ask: Do you like your puzzles? Why or why not? Have the children in each group place the puzzle parts together to form a square. Ask them how they like it now. How are the puzzles different from one another? How can we make it even more interesting? Have the children exchange puzzle pieces to make a mosaic of different colors. Have the children rearrange the puzzle pieces (being sure they	Each child should be able to name and illustrate the three main races. Each child should be able to name orally three cultural characteristics and one contribution made by each culture and/or race studied. Each child will be able to construct a booklet to illustrate the major role of each family member.

00006

2. (Continued)

When completed, the puzzle will be a mosaic depicting a child's face of four colors. Let the class decide how to arrange the pieces to make a variety of colorful mosaics. Paste the mosaics to a large construction paper and discuss the different mosaics of each group. This mosaic symbolizes four groups of people of different races and would make an interesting large mural.

EXAMPLE:



3. From the bibliography, read and discuss several of the books with the children (select books on Caucasians, Negroes, and Indians or people of other races.) The books should be mostly pictorial showing the distinguishing characteristics of a particular race. Have each child choose a race different from his own and illustrate it. Have him gather as much relevant information as possible and report to the class.

00007

4. Select stories from the bibliography that depict the habits and behaviors of a particular culture. Increase the children's understanding of other cultures through discussion of different behaviors. Divide the class into groups of six. Role play a behavior of a culture. The class can guess what behavior and/or culture is being demonstrated. Examples of culture behaviors - eating with chopsticks, building a tepee, smoking a peacepipe, pushing a dog sled, bowing in respect, etc.

5. Make a collection of pictures of children from any country in the world. Paste each picture on an $8\frac{1}{2}$" x 11" piece of construction paper. After discussing the country and some of the characteristics (leaders, food, clothing, religion, climate, etc.) label the culture and country of each picture. Make into booklet form and give it a title.
EXAMPLE: "Brother's All"

6. Make a list of materials people of different cultures use for home construction. Why are these materials used? Why are they different? Construct some of these homes for a room display.
EXAMPLE: Igloos (clay and paint white), tepees (construction paper designed with sticks or tie-dye cloth with sticks), grass houses (Africans) using mud and straw, log houses with popsicle sticks, etc. List activities that might go on in each home constructed.

80000

SUBCONCEPT	ACTIVITIES FOR CONCEPT DEVELOPMENT	MEASUREMENT OF CONCEPT ATTAINMENT

7. Show a film and/or read stories that demonstrate contributions all people have made in America. Discuss in particular Afro-Americans, Indians, Orientals or one person from each cultural group. Check library resources and A. V. Manual.

8. Using the children as models cut out life sized members of their family from brown paper. When complete, the entire family can be displayed in a prominent place. List on each family member his particular job or function in the family. Discuss the dependence of each member upon the other. Eliminate one member and discover through discussion how the remaining members must compensate for this. Compare this to family groups in other cultures.

9. Discuss with the children the cooperative efforts of group activities such as manufacturing a car, building a house, forming a baseball team, selling Girl Scout cookies, etc. Role play one group activity and discuss contributions of each member.

10. Have the children cut and paste from magazines as many items as they can find that require more than two parts to make it work. Cut pictures of activities that can only be enjoyed by two or more people.

0009

MINORITY CULTURES/PRIMARY LEVEL

HUMAN RIGHTS

CONCEPT:
III. AMERICA STANDS FOR FREEDOM AND EQUALITY

SUBCONCEPT	ACTIVITIES FOR CONCEPT DEVELOPMENT	MEASUREMENT OF CONCEPT ATTAINMENT
1. All human beings have likenesses and differences. 2. Human beings should be treated equally.	1. Ask the children to look at pictures or transparencies of four kinds of trees, four fur-bearing animals, four flowers, four birds, one set of four cats (all the same except coloration), and one set of children (both sexes, about the same age group, but of different races). Show each picture and ask in what ways the trees, animals, birds, flowers, and cats are different. Discuss likenesses. Look at the transparencies or pictures of the children. How are they alike? Different? "If the children are alike in some ways but different in others, are they equal? "If people are equal, is it true that everyone is treated equally?" "Should people be treated equally?" (These questions should be open-ended.) 2. From a magazine, cut out pictures showing likenesses and differences in people. The children may wish to make a collage out of their pictures. When the collages are finished, ask the children to find the pictures which show likenesses and those which show differences.	Given a picture of a group of people from different lands, the children will be able to name five likenesses and five differences. The child should be able to list or illustrate five freedoms that all people have.

60010

SUBCONCEPT	ACTIVITIES FOR CONCEPT DEVELOPMENT	MEASUREMENT OF CONCEPT ATTAINMENT

3. Choose a child and describe his appearance orally. Ask the children to guess who you are describing. Start out with a general description, becoming more specific as you continue. Discuss the likenesses and differences. What factor in the description helped to name the person? The children may then wish to give oral descriptions of each other and have the rest of the class guess who is being described.

4. Ask the children to discuss with their parents, the rights and freedoms they feel they have as adults. Tabulate the results the following day. Or during the class period the teacher may let the children interview different adults in the school to find out adult rights and freedoms. The children may wish to tape what the adults say.

5. From the previous day's work, make a chart on "Adult Rights." This chart should be large enough to hang up in the room. Pictures could be cut from magazines illustrating adult rights. Parents could be invited to discuss their rights as citizens.

6. Make a chart on "Children's Rights." Compare with the "Adult Rights" chart. Discuss how the rights are alike and different. Why is there a difference?

00011

Minority Cultures

SUBCONCEPT	ACTIVITIES FOR CONCEPT DEVELOPMENT	MEASUREMENT OF CONCEPT ATTAINMENT

7. From the freedoms and rights on the two charts ask the students for volunteers to act out several of the freedoms. Guess which freedom is being acted out. Have one antagonist who doesn't believe in the freedom, and two or three other characters will convince the antagonist that we need this freedom.

8. Let each child prepare a short talk on "The Most Important Freedom I Have."

9. As a class project, have each child write an experience story on "The Land of No Freedoms." Make it into a booklet form with illustrations.

0012

FERGUSON-FLORISSANT SCHOOL DISTRICT
Office of the Elementary Consultant

Bibliography for Minority Cultures Section of Social Studies Guide: Primary

FICTION

Baum, Betty. A New Home for Theresa. New York: Alfred A Knopf, 1968.

Baum, Betty. Patricia Crosses Town. New York: Alfred A. Knopf, 1965.

Bonham, Frank. The Nitty Gritty. New York: E. P. Dutton & Co., 1968.

Bontemps, Arna. Sad Faced Boy. Boston: Mifflin Co., 1937.

Buckley, Peter. Five Friends at School. Holt, 1966.

Buckley, Peter. William, Andy, and Ramon. Holt, 1966.

Burch, Robert. Joey's Cat. Viking, 1969.

Burden, Shirley. I Wonder Why. Doubleday, 1963.

Caudill, Rebecca. A Certain Small Shepherd. Holt, 1965.

Chandler, Edna. Juanita Makes a Drum. Benefic, 1960.

Cohen, Miriam. Will I Have a Friend? Macmillan, 1967.

Darbois, Dominique. Agossou: Boy of Africa. Follett, 1962.

Erwin, Betty K. Behind the Magic Line. Little, Brown & Co., 1969.

Ets, Marie Hall. Gilbert and the Wind. Viking, 1963.

Fife, Dale. What's New Lincoln? Coward-McCann, Inc., 1970.

Fife, Dale. Who's In Charge of Lincoln? McCann, Inc., 1965.

Freeman, Don. Cordoroy. Viking, 1968.

Grifalconi, Ann. City Rhythms. Bobbs-Merrill Co., 1965.

Hamilton, Virginia. Zeeley. Macmillan, 1969.

Hill, Elizabeth. Evan's Corner. Holt, 1967.

Hodges, Elizabeth. Free As A Frog. Addison, 1969.

Horvath, Betty. Jasper Makes Music. Franklin Watts, Inc., 1967.

Keats, Ezra J. Googles! Macmillan, 1969.

Keats, Ezra J. My Dog is Lost. Crowell, 1960.

Keats, Ezra J. Peter's Chair. Harper, 1966.

Keats, Ezra J. Whistle for Willie. Viking. 1964.

Kessler, Leonard P. Here Comes the Strikeout. Harper, 1965.

Lexau, Joan. Benjie. Dial Press, 1964.

Lexau, Joan. Benjie On His Own. Dial Press, 1970.

Lexau, Joan. Rooftop Mystery. Harper, 1968.

Lexau, Joan. Striped Ice Cream. Lippincott, 1968.

Martin, Patricia. The Little Brown Hen. Crowell, 1969.

Martin, Patricia. The Rice Bowl Pet. Crowell, 1962.

McCarthy, Agnes. Room Ten. Doubleday, 1966.

Mendoza, George. And I Must Hurry For The Sea Is Coming In. Prentice-Hall, 1969.

Miles, Miska. Mississippi Possum. Little, 1965.

Norres, Bunilla. The Good Morrow. Antheneum, 1965.

Palmer, Candida. Snowstorm Before Christmas. Lippincott, 1965.

Rinhoff, Barbara. Member of the Gang. Crown, 1968.

Rodman, Bella. Lions in the Way. Follett, 1966.

Rose, Karen, A Single Trail. Follett, 1969.

Scott, Ann H. Big Cowboy Western. Lothrop, Lee & Shepherd, 1965.

Scott, Ann H. Sam. McGraw-Hill, 1967.

Shotwell, L.R. Roosevelt Grady. World Publishing, 1963.

Stanley, John. It's Nice to be Little. Rand, 1965.

Steploe, John. Stevie. Harper & Row, 1969.

Stolz, Mary. A Wonderful Terrible Time. Harper & Row, 1960.

Sutherland, Efua. Playtime in Africa. Atheneum, 1962.

Tarry, Ellen. My Dog, Rinty. Viking, 1962.

NON-FICTION

Brown, Jack. Proudly We Hail. Houghton-Mifflin, 1968.

deKay, James T. Meet Martin Luther King, Jr. 1969.

Hill, Elizabeth. Evan's Corner. Holt, 1967.

Lerner, Marguerite. Red Man, White Man, African Chief. Lerner, 1969.

Price, Al. Haunted By A Paintbrush. Children's Press. 1968.

Shearer, John. I Wish I Had An Afro. Cowles, 1970.

Weiner, Sandra. It's Wings That Make Birds Fly. Random House, 1968.

Young, Margaret. The 1st Book of American Negroes, Watts, 1966.

NARRATIVES

Rosenbaum, Eileen. Ronnie. Parent's Magazine Press, 1969.

ADVENTURE STORIES

Armstrong, William. Sounder. Harper & Row, 1969.

Felton, Harold. Nat Love: Negro Cowboy (Acclaimed Interracial Book for 1969) 1907.

Fox, Paula. How Many Miles to Babylon? David White Co., 1967.

Greenberg, Polly. O Lord, I Wish I Was A Buzzard. Macmillan, 1968.

Horvath, Betty. Hooray for Jasper. Franklin Watts, 1966.

Leeuwen, Jean Van. Timothy's Flower. Random, 1967.

Mannheim, Grete. The Two Friends. Alfred A. Knopf, 1968.

AUTOBIOGRAPHIES

Aliki. A Weed Is A Flower: Lifestory of George Washington Carver. Prentice-Hall, 1965.

Boatwright, Pearl. A Name to Remember: Brief of Marian Anderson's Life. Associated Publishing, n.d.

Gibson, Bob. From Ghetto to Glory: Autobiography of Bob Gibson. Prentice-Hall, 1968.

Keats, Ezra J. John Henry: An American Legend. Pantheon, 1965.

Millender, Dharathula H. Crispus Attucks: Boy of Valor. Bobbs, 1965.

Shackleford, Jane. The Child's Story of the Negro. Associated Publishing, 1968.

FOLKTALES AND POETRY

Rollins, C. Christmas Gift. Follett, 1963.

Whiting, Helen. Negro Art, Music and Rhyme for Young Folks. Associated, 1938.

Whiting, Helen. Negro Folktales. Associated, 1967.

Whiting, Helen. Negro Folktales for Pupils in the Primary Grades. Associated, 1939.

CURRICULUM GUIDES

You Are Unique by Craig H. Currie, Superintendent, Cedar Rapids Community Schools. 1971.

OTHER BOOKS

Child Study Association of America. Round About the City. Crowell, 1966.

Fisher, Aileen. Human Rights Day. Crowell, 1966.

Kittler, Glenn. Let's Travel in Nigeria and Ghana. Childrens Press, 1965.

Roy, Jessie. Pioneers of Long Ago. Associated, n.d.

"Black Literature for Black Kids." Instructor Magazine, April, 1970., pp. 118-120.

"Black Perspective in Books for Children." J. Thompson & G. Woodard. Wilson Library Bulletin. Dec., 1969. pp. 124-424.

Integrated School Books. (399 pre-school & elementary school texts and story books.)
NAACP Special Contribution Fund
20 West 40th Street
New York, New York 10018

Koblitz, Minnie W. The Negro in Schoolroom Literature: Resource Materials for the Teacher of Kindergarten Through Sixth Grade. (Fiction and non-fiction)
Center for Urban Education
33 West 42nd Street
New York, New York 10036

"Literature by and about Negroes for Elementary Level." Elementary English. Nov., 1969. pp. 909-913.

Pride: A Handbook of Activities for the Teaching of Elementary Black Studies.
Educational Services, Inc.
P.O. Box 219
Stevensville, Michigan 49127

"Stevie" Life Magazine. August, 1969. pp. 54-59.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL BY MICROFICHE ONLY HAS BEEN GRANTED BY
Kathryn L. Midget
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

Minority Cultures

Supplement to Intermediate Social Studies Guide

00018

MINORITY CULTURES/INTERMEDIATE LEVEL

IMMIGRANTS ALL

CONCEPT:

I. THERE SHOULD BE PRIDE IN THE HERITAGE OF ALL PEOPLE

SUBCONCEPT	ACTIVITIES FOR CONCEPT DEVELOPMENT	MEASUREMENT OF CONCEPT ATTAINMENT
1. Americans show pride for their country through many symbols.	1. Using a recording of the "Star Spangled Banner," without disclosing the title, discuss what it is, concluding that it is a symbol of America. Extend the discussion to include other symbols (Flag, Eagle, Statue of Liberty, etc.). Show the filmstrip "Symbols of America." Bring out how Americans feel about these symbols. Have the children make posters of the symbols.	The learner will identify three symbols associated with America.
2. People of all races, religions, and cultural heritages have contributed to American society.	2. Using the film "Immigration" or the filmstrip "The Statue of Liberty," consider how people from other lands who come to America might feel. Role play the feeling of immigrants when they first saw the Statue of Liberty. Stimulate a class discussion of the immigrants - who they were, what they looked like (what they were carrying), and what they hoped to achieve in America.	The learner will be able to list a way in which people from at least three other ethnic heritages have contributed to America's progress.
	3. Use an outline map of the United States to show where different nationalities settled.	

00019

Minority Cultures

SUBCONCEPT	ACTIVITIES FOR CONCEPT DEVELOPMENT	MEASUREMENT OF CONCEPT ATTAINMENT

4. Divide into small groups to research the contributions and lives of the immigrants of various countries in America. The presentation of the data compiled can be decided upon by each group (panel discussion, brief report, role playing, etc.)

Some nationalities that can be studied:

Italian	Greeks
Hungarians	French
Scots	Mexicans
Norwegian	Puerto Ricans
Irish	Russians
Jews	Ukranians
English	Czechs & Slovaks
Dutch	Japanese
Poles	East Indians & Pakistans

Minority Contributions: (suggested work-study guide for all groups.)

- Name of nationality being researched
- Sources used in research
- Life in the country from which they came
- Why they left
- When they came
- Where they settled
- Ways in which they have contributed in the making of an interesting and better America
- Some of the immigrants or some persons who have descended from these immigrants and their contributions

SUBCONCEPT	ACTIVITIES FOR CONCEPT DEVELOPMENT	MEASUREMENT OF CONCEPT ATTAINMENT

5. Make a time line showing when the different social groups came to America.

6. Discuss how it was possible for people from so many different countries to make America into ONE great nation. Use transparencies or pictures to guide responses to include working together, playing together, living together, and sharing together.

7. "The Hope Tree of Harlem: An American Folk Tale," would be an effective filmstrip to include in this unit and lead easily into the study of the Afro-American contributor.

8. Make a mural showing the contributions of many of these different nationalities, and how they have helped make a more interesting and better America.

12000

MINORITY CULTURES/INTERMEDIATE LEVEL

WHO IS A PATRIOT?

CONCEPT:
II. AMERICAN PATRIOTS REPRESENT MANY CULTURAL GROUPS

SUBCONCEPT	ACTIVITIES FOR CONCEPT DEVELOPMENT	MEASUREMENT OF CONCEPT ATTAINMENT
1. A Patriot is one who loves his country and is devoted to its welfare.	1. Use any group picture which includes minority groups as well as Caucasians. Ask the children to pretend they are detectives and list three things that impressed them most about the pictures. Share the lists with the class members. A discussion should follow the different interpretations of the pictures. Discuss the fact that people read into and write what they see in terms of their own aspirations and views.	The learner will be able to formulate a definition of patriotism.
2. People of diverse groups have made contributions to our society.	2. Ask the children to formulate or illustrate a definition of a patriot and tell what patriotism means to them. 3. Have the children discuss: "Can members of a minority group feel patriotism?" Then read and discuss the poem that follows:	

te000

SUBCONCEPT	ACTIVITIES FOR CONCEPT DEVELOPMENT	MEASUREMENT OF CONCEPT ATTAINMENT

I, TOO

I, too, sing America.

I am the darker brother.
They send me to eat in the kitchen.
When company comes.
But I laugh,
And eat well,
And grow strong.

Tomorrow,
I'll be at the table
When company comes.
Nobody'll dare
Say to me,
"Eat in the kitchen,"
Then.

Besides,
They'll see how beautiful I am
And be ashamed.

I, too, am American.

Langston Hughes

4. Listen to a dramatic tape recording of a historical event. Have the children write a newspaper article, with a headline about the tape. Dates, pictures, and people involved could be included.

0023

SUBCONCEPT	ACTIVITIES FOR CONCEPT DEVELOPMENT	MEASUREMENT OF CONCEPT ATTAINMENT
	5. Show pictures of patriots of different races and nationalities. They might include: Robert Smalls, Peter Salem, Ira Hayes, Salem Poor, Crispus Attucks, William Carney, Paul Revere, John F. Kennedy, Ulysses S. Grant, George Washington, Robert E. Lee, Patrick Henry. Make a diorama showing what these people contributed to the growth of our country.	The learner will be able to identify four Negroes and one Indian who have made patriotic contributions.
	6. Role play a radio interview with a Negro, Indian, or Caucasian who made a significant contribution to the country.	
	7. Collect newspaper and magazine articles about the American Indian, Negro, Chinese, Mexican and any other minority groups. Keep these articles in a notebook and list what each are contributing to today's society. Help the class to identify contemporary patriots.	
	8. In small groups discuss the following poem: COLOR Wear it Like a banner For the proud - Not like a shroud. Wear it Like a song Soaring high - Not mean or cry. Langston Hughes	

h2000

SUBCONCEPT	ACTIVITIES FOR CONCEPT DEVELOPMENT	MEASUREMENT OF CONCEPT ATTAINMENT
	9. Have each child assume the role of one of the patriots and prepare a speech in which his major concern is stated.	
	10. Debate the statement: "Being a patriot is an enviable role."	

00035

MINORITY CULTURES/INTERMEDIATE LEVEL

THE MYTH OF THE NEGRO SLAVE

CONCEPT:
III. THERE ARE HISTORICAL MISCONCEPTIONS OF THE NEGRO SLAVE

SUBCONCEPT	ACTIVITIES FOR CONCEPT DEVELOPMENT	MEASUREMENT OF CONCEPT ATTAINMENT
1. Slavery and race prejudice stifled ambition and talent in Negroes.	1. Put the word "slave" on the board and discuss its meaning. As an extension to this activity, use pictures to prompt responses to "slave to school," "slave to TV," "slave to a clock," "slave to food." Make a list on the chalkboard of "slave to things."	
2. The Negro has made major contributions to American culture.	2. Have the class write a short paragragh on "Can people be slaves to people?"	
	3. Explain the Myth of the Negro Slave. The slaves were real victims of the system. Enslaved peoples throughout history, the Negroes of Eighteenth Century America longed for their freedom. They could be useful, peaceful, and obedient when they had no other choice, but they resented their lot. They showed their resentment in a variety of ways, ranging from individual acts of sabotage to escape and revolt. With this background dramatize the role of the Negro slave.	The learner will be able to identify two myths and/or stereotypes about slavery and the Negro slave.
	4. Divide your class into two groups. Have one group role play the slave as being happy, carefree, and lazy. Group two will show him as rebellious, dissatisfied, and wanting an education. Have a class discussion on "How will we know what to believe about the Negro slave?" and "Why were they slaves?"	

00026

5. Construct a time line on slavery, beginning in 1619 and ending in 1865.

1619 ——— 1865

A ship sailed into Jamestown Va. and traded 20 Negroes in return for provisions.

Passage of 13th Amendment which freed the slaves.

6. After reading the poems Aunt Sue's Stories and Walkers With the Dawn from the book, Don't You Turn Back by Langston Hughes, make slides of Negro slaves at work.

AUNT SUE'S STORIES

Aunt Sue has a head full of stories.
Aunt Sue has a whole heart full of stories.
Summer nights on the front porch
Aunt Sue cuddles a brown-faced child to her bosom
And tells him stories.

Black Slaves
Working in the hot sun,
And black slaves
Walking in the dewy night,
And black slaves
Singing sorrow songs on the banks of a mighty river
Mingle themselves softly
In the flow of old Aunt Sue's voice,
Mingle themselves softly
In the dark shadows that cross and recross
Aunt Sue's stories.

AUNT SUE'S STORIES (Continued)

And the dark-faced child, listening,
Knows that Aunt Sue's stories are real stories.
He knows that Aunt Sue never got her stories
Out of any book at all,
But that they came
Right out of her own life.

The dark-faced child is quiet
Of a summer night
Listening to Aunt Sue's stories.

WALKERS WITH THE DAWN

Being walkers with the dawn and morning,
Walkers with the sun and morning,
We are not afraid of night,
Nor days of gloom,
Nor darkness -
Being walkers with the sun and morning.

7. Make dioramas of the master's plantation, his house, and the slave quarters.

8. Have a discussion of the slides and dioramas. These questions could be asked: "How do you think the Negro felt about being a slave?" "Do you think they minded it?" "Do you think they were happy?" "Sad?" Make a tape recording of the children's responses.

00028

SUBCONCEPT	ACTIVITIES FOR CONCEPT DEVELOPMENT	MEASUREMENT OF CONCEPT ATTAINMENT
	9. Imagine you are a Negro who has escaped from a slave state to freedom in Canada by the Underground Railroad before the Civil War. Write a letter or a diary describing your experiences. On a map, show the route of your escape. Design a pictorial map, marking the hiding places where you took refuge. Suggested reading: Brady - The Underground Railroad or Story of Harriet Tubman.	
	10. Divide the class into three groups, each taking one of these topics to research: abolitionists, insurrectionists, and educators. Choose a chairman and report the findings to the class.	
	11. Let the children have time to find reference books and pictures in the library about slavery. Have group discussions and sharing of materials.	
	12. Divide the class into groups and research these people: Robert Smalls Harriet Tubman Frederick Douglass Mary McLeod Bethune Nat Turner Booker T. Washington.	The learner will be able to identify two Negroes and their contributions.
	13. Use a map of the United States to show the slave states and the free states. Why were most of the slave states in the South?	The learner will be able to give a general location of slave areas in the United States.

62009

SUBCONCEPT	ACTIVITIES FOR CONCEPT DEVELOPMENT	MEASUREMENT OF CONCEPT ATTAINMENT
	14. Many spirituals dealing with freedom are based on Bible stories. List the songs in which Biblical events, people, and places are mentioned. Plan a musical program using the school glee club and recordings of spirituals.	The learner will be able to list two contributions that slavery made to our culture (music or literature.)
	15. As a culminating unit show the filmstrip "The Black Rabbits and the White Rabbits." In a discussion, bring out the unrealistic conception on which slavery was based.	
	16. Some children may wish to research ancient cultures in which slavery existed: Egyptians, Inca, Greek and Roman. Comparisons should be made.	

MINORITY CULTURES/INTERMEDIATE LEVEL

AFRO-AMERICAN CONTRIBUTORS

CONCEPT:

IV. CONTRIBUTORS TO CIVILIZATION HAVE BEEN AND ARE MULTI-RACIAL

SUBCONCEPT	ACTIVITIES FOR CONCEPT DEVELOPMENT	MEASUREMENT OF CONCEPT ATTAINMENT
1. People of Afro-American culture have contributed to the cultural heritage.	1. Show a few pictures of Afro-American contributors (Harriet Tubman/Black Moses of her race; Frederick Douglass/Abolitionist and statesman; Daniel Hale Williams/first successful heart surgeon; Matthew A. Henson/Polar Explorer; Mary McLeod Bethune/educator and White House advisor; Edward W. Brooke/New Breed politician; Ralph J. Bunche/United Nations mediator; Martin Luther King/Nobel Prize winner; Malcolm X/Civil Rights leader; Dr. Charles Drew/Blood Bank founder. Research one of the contributors.	The learner will be able to identify at least (one during the demonstration) three of a set of Afro-American contriburors and tell something about each one through a report, drawings, or writings.
2. The part the Negro has played in history has been omitted, slanted, or biased.	2. Make a chart showing the Caucasian contributors who lived within the same time period, or who worked on some of the same kinds of things: Lewis Latimer/Thomas Edison Harriet Tubman/William Garrison Dr. Charles Drew/Dr. Jonas Salk	The learner will be able to give two examples of biased or slanted information concerning the Negro.
	3. Matching Game: Mimeo sheets with several names to be matched with pictures as shown on opaque projector.	
	A GAME OF RIDDLES	
	a. This is a man, who was a famous explorer during the 15th Century. He was given credit for the discovery of America . . . . who was he? (Christoper Columbus)	

00031

SUBCONCEPT	ACTIVITIES FOR CONCEPT DEVELOPMENT	MEASUREMENT OF CONCEPT ATTAINMENT

b. He was born in Virginia and was supposed to have cut down a cherry tree. He was the first president of the United States . . . who was he?
(George Washington)

c. This man founded a hospital in Chicago. He was the first person to perform open-heart surgery . . . who was he?
(Daniel Hale Williams)

d. This was a woman. She was an abolitionist during the slave period. (Define abolitionist). She led hundreds of slaves to freedom through the Underground Railway . . . who was she?
(Harriet Tubman)

e. This man set up the first blood bank. He was responsible for the founding of blood plasma and for developing the technique of blood transfusion. . . . who was he?
(Dr. Charles Drew)

4. Upon completing research on individual contributors, the children and their teacher may benefit from playing another game of riddles. Suspense can be built into the game by holding the pictures behind one's back.

SUBCONCEPT	ACTIVITIES FOR CONCEPT DEVELOPMENT	MEASUREMENT OF CONCEPT ATTAINMENT

5. Show the film, The Hurdler (County AV 444-200) and discuss the importance of Dr. Drew's discovery and have the children think and discuss the paradox of his early death.

6. Tape selections from such books as Black Americans, Their History and Contributions or Great Negroes Past and Present, or Malcom X.

7. Lead a class discussion on "If it is true that many members of the white or caucasian race have contributed to society, have Afro-Americans contributed to our civilization?" (Have someone record the responses.) If it is true then, that Afro-Americans have contributed to our civilization, we could expect that: (possible responses)

   a. They would be included in history books and films.

   b. They would be allowed representation in government, voting, housing, education.

   c. Respected as individuals.

   d. Other races would come to understand why Afro-Americans are dissatisfied with their present status.

00033

SUBCONCEPT	ACTIVITIES FOR CONCEPT DEVELOPMENT	MEASUREMENT OF CONCEPT ATTAINMENT

8. Read a brief account of Thomas Edison and Alexander Graham Bell and their inventions. Now read an account of the inventions of Lewis Howard Lattimer, an Afro-American individual who lived within the same period that Thomas Edison and Alexander Graham Bell lived. (Read pp. 289-290 of Eyewitness: The Negro in American History, by William L. Katz.

   During the expansion of the unit the teacher may involve the class in comparing the copyright date of sources. They may note that many of the newer materials do mention something of the contributions of minority groups. Many of the old materials completely ignore minority contributions, or if they mention them, the statements may be too brief, slanted, or even ridiculing. The children should be able to see the many different interpretations of one event or accomplishment. It may be possible to develop that history is written to "fit" the times. Children may do further research on their own.

9. How do we know what to believe about Thomas Edison now? How do we know what to believe about Lewis Lattimer? What do you think we ought to do? Do you think there are more Afro-American contributors that we can find out about? (Possible response: Maybe we should do some research.)

00234

SUBCONCEPT	ACTIVITIES FOR CONCEPT DEVELOPMENT	MEASUREMENT OF CONCEPT ATTAINMENT

9. (Continued)

What sources of information do we have? Have a variety of materials in view: books, film, filmstrips, records, pictures, etc. Make a list of the available criteria, get other criteria from pupils (suggestions). Leave this list open for future additions. Should we divide ourselves into groups? (Sometimes it may prove feasible to work individually according to individual interests.

10. Divide the groups of either Afro-American contributors of the past, or Afro-American contributors of the present. This form might be used:

PAST

Abolitionists:

This group might find the many men and women who fought against slavery.

Contributors:

(Inventors, etc.) . . . This group may construct their own history book. They may also find specific places in their class texts which omit Afro-Americans. They may add these persons in their own books. (They may use fly-sheets.)

00035

Minority Cultures

SUBCONCEPT	ACTIVITIES FOR CONCEPT DEVELOPMENT	MEASUREMENT OF CONCEPT ATTAINMENT

10. (Continued)

Statesmen:

This group may make up a booklet about the participation of black people in the period after reconstruction and also those who participated in the various wars.

PRESENT

Abolitionists:

This group may make a scrapbook of current persons who are involved in the civil rights struggle.

Contributors:

(Inventors, etc.) . . . This group might draw portraits and write biographical captions. They may work on calendars which pin-point birthdates, and accomplishments of Afro-Americans.

Statesmen:

This group may depict recently elected black people and something of their lives. They may also find information about Negro soldiers who are participating in the military in this country.

00036

SUBCONCEPT	ACTIVITIES FOR CONCEPT DEVELOPMENT	MEASUREMENT OF CONCEPT ATTAINMENT

11. Once a decision has been made upon whom the child or group will report, he will be responsible for the following activities:

    a. Present a short skit (3 minutes) of an event in that person's life.

    b. Conduct a radio interview (3 minutes) of that famous person.

    c. Turn in a written report which will meet the criteria which the teacher has set forth for the report.

00037

5/5/72

FERGUSON-FLORISSANT SCHOOL DISTRICT
Office of the Elementary Consultant

Bibliography for Minority Cultures Section of Social Studies Guide: Intermediate

Adams, Arthur. Great Negroes, Past and Present. Afro-American Pub. Co.

Adoff, Arnold. Black Out Loud. Macmillan, 1970.

Adoff, Arnold. Malcolm X. Crowell, 1970.

Bagai, Leona. The East Indians and Pakistani's in America. Lerner.

Beard, Annie E.S. Our Foreign Born Citizens. Crowell, 1968.

Bernard, Jacqueline. Journey Toward Freedom. Norton, 1967.

Bontemps, Arna. Story of the Negro. Knopf, 1955.

Buckmaster, H. Flight to Freedom. Crowell, 1958. (paperback-Dell)

Carruth, Ella Kaiser. She Wanted to Read. Abingdon, 1966.

Clayton, Edward. Martin Luther King: The Peaceful Warrior. Prentice-Hall, 1968. (paperback - Archway)

Cunz, Deiter. They Came From Germany. Dodd, Mead, 1966.

Debler, Lavinia and Toppin, Edgar A. Pioneers and Patriots. Doubleday, 196[illegible]

Epstein, Sam. Harriet Tubman, Guide to Freedom. Garrard. 1968.

Hughes, Langston. Famous Negro Heroes of America. Dodd, 1958.

Ingraham, Leonard W. Slavery in the United States. Watts, 1968.

Johnson, Johanna. Together in America. Dodd, Mead, 1965.

Katz, William L. Eyewitness: The Negro in American History. Pitman.

Kennedy, John F. A Nation of Immigrants. Harper-Row, 1964.

Lester, J. To Be A Slave. Dial, 1968. (paperback - Dell)

McGovern, Ann. Runaway Slave: The Story of Harriett Tubman. Four Winds, 1965.

Meadowcroft, Enid LaMonte. By Secret Railway. Crowell, 1948.

Meltzer, Milton. In Their Own Words - 1619-1865. Crowell, 1964.

Meltzer, Milton. In Their Own Words - 1865-1916. Crowell, 1965.

Meltzer, Milton. In Their Own Words - 1916-1965. Crowell, 1967.

Meiers, Earl Schenck. Black Americans. Grosset & Dunlap.

Mill, Eleanor. Frederick Douglass. Scholastic,1968. (also in paperback)

Petry, A. Harriett Tubman: Conductor on the Underground Railroad. Crowell, 1955.

Pictorial History of the Black American. Year, 1968.

Rollins, Charlemae. They Showed the Way - Forty American Negro Leaders. Crowell, 1964.

Roy, Jessie H. and Turner, Geneva C. Pioneers of Long Ago. Assoc. D.C. n.d.

Spangler, Earl. The Negro in America. Lerner Publishing Company.

Sterling, D. Captain of the Planter: The Story of Robert Smalls. Doubleday, (paperback - Archway).

Sterne, Emma. The Long Black Schooner. Scholastic Book Services.

Sterne, Emma Gelder. Mary McLeod Bethune. Knopf, 1957.

Washington, Booker T. Up From Slavery: An Autobiography. Dodd, Mead, 1965.

Wise, William. Booker T. Washington. Putnams, 1968.

Scholastic Firebird Series (paperbacks):

Buckmaster, Henrietta. The Fighting Congressman.
Emanuel, Myron. Faces of Freedom.
Fleming, Thomas. Give Me Liberty.
Stiller, Richard. The Spy, The Lady, The Captain, and the Colonel.
Werstein, Irving. The Storming of Fort Wagner.

FILMS:

449-200 Immigration
444-200 The Hurdler
806-400 Slavery and Slave Resistance
656-800 Out of Slavery
089-600 Black Men and Iron Horses

(all available from County AV)

FILMSTRIPS:

American Negroes - Set of 8. Educational Reading Service.
American Negro Pathfinders - Set of 6. BFA Educational Media.
Going to America With the Immigrants. Educational Reading Services.
Hope Tree of Harlem, The: An American Folk Tale. Guidance Assoc., 1970.
Image Makers (sound filmstrip) - Set of 10. Eyegate.
Leading American Negroes (sound filmstrip) - Set of 6. S. V. E.
Statue of Liberty, The. Eyegate.
Story of America's People, The. - Series One. Eyegate.
Symbols of America. Eyegate.

FILMSTRIPS AND RECORDS:

Singer (S. V. E.) Songs of Slavery
Black Songs of the Civil War
Black Songs After the Civil War

TAPES AND/OR RECORDS:

Amos Fortune, Free Man (Newberry tape)
Autobiography of Frederick Douglass. Educational Reading Service.
Black Americans: Their History and Contributions. District produced.
Black Contributors to American Culture. S. V. E.
Black Pioneers. Educational Reading Service.
Famous Landmarks in History.
Great Negroes, Past and Present. District produced.
Image Makers. Eyegate.
Malcolm X. District produced.
Star-Spangled Banner, The

Educational Progress Corporation - Multimedia Units: (books, cassettes, and filmstrips)

Freedom Fighters
Inventors
Explorers
Statesmen

PICTURES:

Battle Scenes	John F. Kennedy
Robert Small	Ulysses S. Grant
Peter Salem	George Washington
Crispus Attucks	Robert E. Lee
Paul Revere	Patrick Henry

Sources for Pictures:

"Black America, Yesterday and Today" - David C. Cook, Elgin, Ill., 60120.

"Image Makers" - Eyegate

"Famous Black Americans" - B.F.A.

"Personalities in American History" - (Set of 64).
"U.S. Presidents and World Leaders" (Set of 64). Giant Photos

"Afro-American Portfolios" - Afro-American Publishing Company